

## **GADSDEN ELEMENTARY**

1660 S. Goodwin Circle  
Gadsden, S. C. 29052

**GRADES** K-5 Elementary School

**ENROLLMENT** 176 Students

**PRINCIPAL** Charles DeLaughter 803-353-2231

**SUPERINTENDENT** Dr. Ronald L. Epps 803-231-7500

**BOARD CHAIR** Vince Ford 803-231-7556

## **THE STATE OF SOUTH CAROLINA**

### **ANNUAL SCHOOL REPORT CARD**

# 2004

#### **ABSOLUTE RATING:**

**AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
1	8	42	39	2

#### **IMPROVEMENT RATING:**

**GOOD**

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

#### **ADEQUATE YEARLY PROGRESS:**

**YES**

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### **SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Average	Excellent	N/A
<b>2002</b>	Average	Unsatisfactory	N/A
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Average	Good	Yes

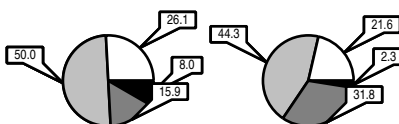
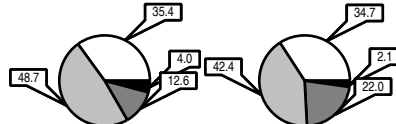
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

71.6%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Mathematics****English/Language Arts****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	95	100.0	21.6	44.3	31.8	2.3	46.6	Yes	Yes
Gender									
Male	43	100.0	33.3	35.7	28.6	2.4	45.2		
Female	52	100.0	10.9	52.2	34.8	2.2	47.8		
Racial/Ethnic Group									
White	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	92	100.0	21.6	44.3	31.8	2.3	46.6	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	80	100.0	13.3	48.0	36.0	2.7	53.3		
Disabled	15	100.0	69.2	23.1	7.7	0.0	7.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	95	100.0	21.6	44.3	31.8	2.3	46.6		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	95	100.0	21.6	44.3	31.8	2.3	46.6		
Socio-Economic Status									
Subsidized meals	91	100.0	22.6	44.0	31.0	2.4	44.0	Yes	Yes
Full-pay meals	4	I/S	I/S	I/S	I/S	I/S	I/S		

Mathematics - State Performance Objective = 15.5%									
All Students	95	100.0	26.1	50.0	15.9	8.0	36.4	Yes	Yes
Gender									
Male	43	100.0	38.1	42.9	11.9	7.1	38.1		
Female	52	100.0	15.2	56.5	19.6	8.7	34.8		
Racial/Ethnic Group									
White	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	92	100.0	26.1	50.0	15.9	8.0	36.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	80	100.0	17.3	56.0	18.7	8.0	41.3		
Disabled	15	100.0	76.9	15.4	0.0	7.7	7.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	95	100.0	26.1	50.0	15.9	8.0	36.4		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	95	100.0	26.1	50.0	15.9	8.0	36.4		
Socio-Economic Status									
Subsidized meals	91	100.0	26.2	51.2	15.5	7.1	35.7	Yes	Yes
Full-pay meals	4	I/S	I/S	I/S	I/S	I/S	I/S		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**  
N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	34	100.0	24.2	45.5	27.3	3.0	30.3
	<b>Grade 4</b>	33	100.0	20.7	58.6	20.7	N/A	20.7
	<b>Grade 5</b>	22	100.0	54.5	36.4	9.1	N/A	9.1
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	27	100.0	28.0	32.0	36.0	4.0	40.0
	<b>Grade 4</b>	35	100.0	11.8	44.1	41.2	2.9	44.1
	<b>Grade 5</b>	33	100.0	29.0	54.8	16.1	N/A	16.1
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	34	100.0	33.3	57.6	9.1	N/A	9.1
	<b>Grade 4</b>	33	100.0	10.3	69.0	17.2	3.4	20.7
	<b>Grade 5</b>	22	100.0	59.1	27.3	9.1	4.5	13.6
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	27	100.0	24.0	56.0	16.0	4.0	20.0
	<b>Grade 4</b>	35	100.0	23.5	47.1	14.7	14.7	29.4
	<b>Grade 5</b>	33	100.0	32.3	48.4	16.1	3.2	19.4
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 176)				
First graders who attended full-day kindergarten	93.3%	N/C	100.0%	100.0%
Retention rate	6.0%	Up from 2.0%	3.6%	2.7%
Attendance rate	98.7%	Up from 97.0%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.3%		7.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	6.3%		6.2%	3.5%
Eligible for gifted and talented	7.8%	Up from 6.7%	4.8%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.5%	Up from 4.0%	8.0%	8.2%
Older than usual for grade	0.6%	Down from 1.1%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.1%	Up from 0.0%	0.0%	0.0%

Teachers (n= 17)				
Teachers with advanced degrees	58.8%	Up from 50.0%	48.4%	51.4%
Continuing contract teachers	88.2%	Down from 88.9%	78.9%	87.5%
Highly qualified teachers**	92.9%	N/A	92.7%	95.0%
Teachers with emergency or provisional certificates	0.0%		3.7%	0.0%
Teachers returning from previous year	73.9%	Up from 63.5%	82.3%	86.7%
Teacher attendance rate	94.9%	Up from 94.2%	94.7%	94.9%
Average teacher salary	\$42,586	Up 9.1%	\$39,001	\$40,760
Prof. development days/teacher	10.2 days	Down from 11.3 days	13.4 days	12.4 days

School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	15.9 to 1	No change	17.0 to 1	18.9 to 1
Prime instructional time	92.8%	Up from 90.3%	88.9%	90.0%
Dollars spent per pupil*	\$8,074	Up 7.2%	\$7,049	\$6,044
Percent of expenditures for teacher salaries*	68.1%	Up from 67.6%	64.7%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	74.3%	Down from 98.7%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	91.3%	92.0%
Highly qualified teachers in high poverty schools**	90.3%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Gadsden Elementary School provides comprehensive educational experiences for students in CD-5 classes. Several strategic initiatives for improving student learning are imbedded into the daily routine of the school. Instructional staff members are expected to use flexibility in the master schedule to teach writing across the curriculum. Also, the curriculum supports appropriate integration of science and social studies content into English/Language Arts and Math instruction. In an effort to maximize efficiency in teaching, instruction is departmentalized at grades 4 and 5. Teachers are given math/science or Language Arts/Social Studies instructional assignments based upon identified professional strengths. Accelerated Reader and Accelerated Math programs are forged into an integral component of the instructional program.

The School Improvement Plan established Annual Yearly Progress goals as the criteria for success with teaching and learning. Accordingly, delivery of standards-based instruction on a consistent basis is expected and monitored. Data from Learning Walks revealed a significant increase in the quantity and quality of student writing samples this year compared to last year. An analysis of Benchmark Test results indicated modest increases in the number of students scoring 50% or better on successive administrations of the tests. Accelerated Reader reports document increases in the percentage of students reading and taking tests. This year, a math team from Gadsden Elementary won three of four events in a rigorous Mental Math competition. A second-grade student achieved distinction as state grade-level champion in a National Handwriting Competition sponsored by Zaner-Bloser Publishing Company. Students are developing technology skills through word processing of writing samples and conducting research through the Internet. A sustained focus on standards-based instruction and high expectations for all students are expected to yield significant gains in student learning as measured by PACT results.

This year, the administration and faculty were successful in attracting financial support beyond traditional sources. School personnel wrote a successful grant in the amount of \$375,000 to support implementation of Accelerated Math as part of the school curriculum. A consortium of community members, businesses and faith fellowships funded development of an outdoor horticulture center. In this center, students experience practical lessons in science, as well as math. Lessons include but are not limited to various roles of insects in the ecology, measurement and controlled chemical changes.

Finally, a limited number of barriers must be overcome for the school to continue to realize improvement in student learning. The school must be successful with preserving time for meaningful and effective staff development. Families and the community need to be engaged in a stronger partnership with the school to promote and support student learning activities outside of the school day. School and business partnerships must continue to provide students with high-quality mentoring services and financial support to supplement resources from our district.

Dr. Charles A. DeLaughter, Principal, Gadsden Elementary School

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	17	34	27
Percent satisfied with learning environment	82.4%	96.9%	77.8%
Percent satisfied with social and physical environment	82.4%	85.3%	81.5%
Percent satisfied with home-school relations	35.3%	97.1%	70.4%

\*Only students at the highest elementary school grade level at this school and their parents were included.